

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency May 13 2014 11:50 AM </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#	Amendment #
Burkeville ISD		176-901	Middle & High School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #	
	5	008		
Mailing address			City	State ZIP Code
PO Box 218			Burkeville75932	TX -
Primary Contact				
First name	M.I.	Last name	Title	
Trista		Wood	Technology Coordinator	
Telephone #	Email address		FAX #	
409-565-2201	tristaw@esc5.net		409-565-2012	
Secondary Contact				
First name	M.I.	Last name	Title	
Pam		Dickerson	Business Manager	
Telephone #	Email address		FAX #	
409-565-2201	pdickerson@esc5.net		409-565-2012	

Part 2: Certification and Incorporation


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Paula	M.I.	Last name Quick	Title Superintendent
Telephone # 409-565-2201		Email address pquick@esc5.net	FAX # 409-565-2012

Signature (blue ink preferred)

Date signed


 Only the legally responsible party may sign this application.

05-05-2014

701-14-107-050

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Personal Learning Environments for Generation X (PLEX)

For today's students in our highly connected, information intensive world, learning is a 24/7 enterprise, but not for the students attending Burkeville ISD (BISD). BISD is struggling to make dwindling resources meet the ever-growing needs of high-risk students living in a remote community – resulting in alarming performance gaps among student groups at all grade levels evidenced through a variety of measures. With the district being located in a rural, high-poverty community, most of our students are being left behind when it comes to 21st century technology. BISD's dwindling budget cannot compensate for the technology needs, leaving us unable to add twenty-first century resources that are common in other schools. This initiative serves as one piece of the puzzle to equipping our students for the 21st Century. At a direct cost of \$539 per student, we can offer students Chromebooks to use in the classroom and beyond the walls of the school and meet the unique needs of our small, rural and geographically isolated district.

The Personal Learning Environments for Generation X (PLEX) Initiative BISD is applying for this Technology Lending Program Grant so that we can implement policies and practices to leverage the growth of technology for learning at school and at home. The idea of personalized learning is not new. What is new are the collective advancements in technology that now can provide more opportunities to customize the learning experience for many more students efficiently and effectively. Sir Ken Robinson talks about this paradigm shift to personalized learning as the process of contouring learning to individuals, recognizing that individuals inherently have different strengths and weaknesses, interests and ways of learning (Project Tomorrow, 2012). We have long talked about how technology is the great equalizer of opportunity. We now know that technology, in fact, can extend this value proposition around equity to greater personalization of the learning process. At the heart of this initiative is the plan to provide Chromebooks to all secondary students and residential Internet connectivity using a rotating schedule that supports BISD teachers' lesson plans. Chromebooks are inexpensive (usually under \$400) laptop-type computers that weigh approximately three pounds (3lbs or 1.36kg) and have a browser-based operating system. They are tied into cloud services, which means a student could use a different Chromebook and still access his or her data. It is a laptop that uses the new Chrome OS (operating system). It is a web browser system that automatically updates itself. Students have immediate access to the GoogleApps productivity suite, which includes apps such as Docs, Slides, Sheets, and Drive as well as Chrome Store Apps. All programs on the Chromebook actually live on the web so there is no installation of traditional computer programs or danger from computer viruses. The planning committee selected this notebook for its (1) price, (2) security (3) light weight (4) ease of use (5) wireless networking (6) video conferencing (7) multimedia capability, and (8) large number of quality applications. Residential Internet connectivity will be provided by Verizon Jetpack® 4G LTE Mobile Hotspot MiFi devices.

This initiative is a vital component of educating BISD's students in today's environment and preparing them to function in the 21st Century. PLEX will enable each campus to address common Math and Reading needs among all of BISD secondary students, while personalizing their learning. We will integrate new approaches and strategies with existing ones and produce the anticipated results outlined in table below.

Project Outcome: Each campus will have a 20% increase in student achievement on Math and/or Reading by the end of the two-year grant funding period (10% by June, 2015).

- Middle School academic achievement target is for Math and Reading
- High school academic achievement target is for Math only

Project Design: BISD will purchase 165 Chromebooks. We will assign 69 Chromebooks to middle school, 91 to high school, and use 5 as back-ups. Currently BISD is only equipped with desktops that are available to students during the school day. This grant will provide us the means to extend student technology use, learning and teacher intervention beyond the school day. We will download existing and new apps and software on the Chromebooks.

Extending In-School Approaches to Address Middle School's Math Needs: BISD currently uses Istation, a fully integrated math assessment and intervention program for grades pre-K through 8. This web-based software will be available on all devices, providing the students with personalized learning at school and home. We will upgrade our Study Island to Study Island mobile. Using this software and other Google approaches, we will be able to provide the students with personalized practice, review, and reinforcement of key concepts 24/7 anywhere, anytime.

Extending In-School Approaches to Address Middle School's Reading Needs: We will upgrade our Study Island to Study Island mobile. Using this software and other Google approaches, we will provide the students with

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personalized practice, review, and reinforcement of key concepts 24/7 anywhere, anytime.

Extending In-School Approaches to Address High School's Math Needs: We will upgrade our Study Island to Study Island mobile. This software provides the students with personalized practice, review, and reinforcement of key concepts 24/7 anywhere, anytime.

Implementing New At-home Approaches to Complement the School Day: Learning and instruction will be enhanced using a variety of new software, apps, and web-based strategies. Students will have access to the internet using their Chromebooks to participate in Math and Reading online discussion boards, communities, and chats. They will be able to research online information to help better understand a topic. They will use web tools to create alerts or notifications for self-organization. Teachers will use appropriate Google apps for assessing student skills and understanding. BISD teachers will use the flipped classroom approach by creating instructional videos using Google apps or screencasting software in order to provide students access to teacher-created lessons 24/7. Utilizing a flipped classroom methodology, students will be given personalized downloaded assignments on their Chromebooks to take home, view, and complete for homework. Once students return to the school's secure Internet server, their work will be automatically uploaded to the teacher's computer. Currently, BISD uses mostly traditional printed textbooks. With the Chromebooks, BISD will be able to take advantage of new state adopted digital materials on and off campus. BISD will take advantage of online instructional aides such as Khan Academy and Discovery Learning to engage all types of learner and improve academic achievement. All new approaches for home will complement the classroom instruction.

One device, unlimited uses. Chromebooks will ease the challenges of differentiating instruction more creatively and effectively. Teachers will be equipped to create an environment in which students use the Chromebooks to engage in tasks that are personalized, providing meaningful, relevant, and authentic ways that engage their interest and foster independent and collaborative learning. New Google tools and applications for defining and targeting students' academic strengths and weaknesses will allow teachers to create a personal playlist of lessons, tools, and activities that deliver content in ways that align with individual needs and optimal learning methods. PLEX will focus on:

- Using new technologies and teaching strategies to improve learning in reading and math;
- Creating individualized education plans for those students needing additional assistance;
- Utilizing personalized assessment of students to modify instruction; and
- Combining face-to-face instruction with videos for digital learning beyond the classroom.

PLEX will be a supplemental program and complement other in-school and at-home initiatives. BISD has received two grants in the last few years that have provided for the update of outdated, old desktop computers in our one computer lab used by both campuses. In 2010-13, we were awarded TEA's Algebra Readiness, Small and Rural schools grant. This grant allowed the district to update computers in our secondary computer lab. It also enabled BISD to integrate technology approaches and interventions using the smart board, calculators, Explorer Graphing Detectors and Class Pad Interactive Tablets. Our middle school experienced a 17% average increase in the number of middle school students passing Math TAKS from 2009 to 2013. The other funding source from the USDE in 2012 was titled "Innovative Approaches to Literacy". Using some of the funds from this grant, we were able to update our two libraries with electronic readers and mini iPads and a couple of desktops. **We loan the mobile devices to students for in-school use.** These funds, also allowed us to create and implement a home literacy program for parents and students aligned to STAAR for our elementary, middle and high schools. We purchased Kindles and our teachers and Librarian collaborated on integrating the devices as an in-school interventions. Our reading scores increased by an average of 19% for all grade levels in one year. We will implement this Technology Lending program to build on these two past grants' in-school and at home strategies and add additional strategies as outlined in this proposal.

If BISD is awarded this grant, we will also build on the professional development provided to teachers during the implementation of previously awarded grants. The Algebra Readiness grant updated our teachers' knowledge, skills and instruction in assimilating technology into the classroom learning process. The literacy program provided teachers and our Librarian with home strategies, paperback books, and Kindles. Teachers learned how to collaborate with the Librarian in providing reading in-school instruction using Kindles. During the grant funding period, **Verizon will provide teachers free professional development to include using Edmodo**, a secure social learning network for K-12 schools; and **Thinkfinity**, Verizon's free online professional learning community, providing access to over 60,000 educators and experts in curriculum enhancement, along with thousands of award-winning digital resources for K-12 — aligned to the state standards.

PLEX will leverage existing resources to ensure maximum benefit to all BISD's secondary students. With these funds and the collective advancements in technology, our small, rural and remote schools will be able to afford BISD's students the same education as some of the larger, urban schools.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 176-901				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$13,757	\$0	\$13,757	
Schedule #9	Supplies and Materials (6300)	6300	\$28,493	\$0	\$28,493	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$57,750	\$0	\$57,750	
Total direct costs:			\$100,000	\$0	\$100,000	
Percentage% indirect costs (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.					\$	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 176-901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Expense Item Description			Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:		\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0
Professional Services, Contracted Services, or Subgrants Less Than \$10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$0
2		<input type="checkbox"/>	\$0
3		<input type="checkbox"/>	\$0
4		<input type="checkbox"/>	\$0
5		<input type="checkbox"/>	\$0
6		<input type="checkbox"/>	\$0
7		<input type="checkbox"/>	\$0
8		<input type="checkbox"/>	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000			
Specify topic/purpose/service: ESC 5 providing assistance w/Grant Implementation		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: 1) technical assistance on integrating devices, and electronic instructional materials; 2) technical assistance to configure the school's VPN to filter devices.; 3) develop/coordinate data collections processes			
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions: 3	\$13,757
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$13,757
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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 176-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
	Total budget:		\$0

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 176-901		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 176-901					Amendment number (for amendments only):		
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
						\$0	
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	VerizonJetPack Mifi	Residential Internet Connectivity	50	\$569.85		
	2				\$		
	3				\$		
	4				\$		
	5				\$		
					\$28,493		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$0	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
Grand total:						\$28,493	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 176-901		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$0	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$0	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$0	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$0	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$0	
6429	Actual losses that could have been covered by permissible insurance	\$0	
6490	Indemnification compensation for loss or damage	\$0	
6490	Advisory council/committee travel or other expenses	\$0	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$0	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$0	
Subtotal other operating costs requiring specific approval:			\$0
Remaining 6400—Other operating costs that do not require specific approval:			\$0
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 176-901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	
66XX/15XX—Technology hardware, capitalized					
2		165	\$300	\$57,750	
3			\$	\$0	
4			\$	\$0	
5			\$	\$0	
6			\$	\$0	
7			\$	\$0	
8			\$	\$0	
9			\$	\$0	
10			\$	\$0	
11			\$	\$0	
66XX/15XX—Technology software, capitalized					
12			\$	\$0	
13			\$	\$0	
14			\$	\$0	
15			\$	\$0	
16			\$	\$0	
17			\$	\$0	
18			\$	\$0	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$0	
20			\$	\$0	
21			\$	\$0	
22			\$	\$0	
23			\$	\$0	
24			\$	\$0	
25			\$	\$0	
26			\$	\$0	
27			\$	\$0	
28			\$	\$0	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	
Grand total:				\$57,750	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 176-901										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:										160					
Category	Number	Percentage	Category	Percentage											
African American	65	N/A	Attendance rate	96%											
Hispanic	1	N/A	Annual dropout rate (Gr 9-12)	0%											
White	93	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A											
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A											
Economically disadvantaged	86	54%	Students taking the ACT and/or SAT	N/A											
Limited English proficient (LEP)	1	.06%	Average SAT score (number value, not a percentage)	N/A											
Disciplinary placements	33	21%	Average ACT score (number value, not a percentage)	N/A											
Comments Students at Burkeville ISD face challenges of much greater intensity than their peers throughout Texas and across the nation. Intergenerational poverty and low adult education levels leave many students unaware of career opportunities beyond teachers and firefighters. Too often, post-secondary training and education are seen as unnecessary, leaving young people without the job skills and know-how necessary to be successful in the 21 st century job market. Youth are geographically isolated, and without the basic enrichment opportunities that promote protective factors in youth living in larger communities. The growing trend of below-average 21 st -Century skills among BISD's young people is especially alarming, further widening the gap in opportunities available. With a one-time direct cost of \$539 per student , BISD can provide the high numbers of economically disadvantaged student the technology to help even their playing fields.															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								16	25	28	28	25	20	18	160
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	0	0	0	0	0	0	16	25	28	28	25	20	18	160

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Schedule #13—Needs Assessment

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After the district determined campus eligibility for this funding opportunity, we established a project planning team consisting of each eligible Campus Administrator, the District Technology Coordinator, Curriculum Director, and ESC 5's technology staff. Using our Campus STAAR chart as our foundation, we identified campus' needs by reviewing academic data and discussing innovative, research-based approaches for integrating home-based technology to increase student achievement. Secondly, we inventoried current in-school devices being used, and talked to teachers about the effectiveness of the current devices. We involved teachers by soliciting their feedback on integrating strategies using technology to complement the school day. Then the planning team researched new devices and their use in educational settings and considered all of our collected information in order to determine what devices would assist us in meeting our goals. Our last step was to prioritize all needs and grouped them. Following is a summary of our findings.

2011-2012 Campus Poverty Rate Eligibility Chart		Devices & Internet Per Student
Burkeville ISD Middle School – 69 Students	51.3% Poverty Rate	Only 25 out of 69 students report having technology devices at home (desktop, laptop, notebook) Only 25 out of 69 students report having access to Internet at home
Burkeville ISD High School – 91 Students	80.4% Poverty Rate	Only 47 out of 91 students report having technology devices at home (desktop, laptop, notebook) Only 47 out of 91 students report having access to Internet at home

ACADEMIC DATA NEEDS ANALYSIS The planning team reviewed academic information for each participating campus using two academic sources. DMAC (Data Management for Assessment and Curriculum), and the results of TEA's STAAR tests. We grouped common needs among all grades for each school and for both campuses then developed needs statements that reflect all grades at both schools. The data below while only showing specific grades is indicative of areas in need of improvement for the entire school. All grade levels in middle and high school are struggling in Reading and Math and could benefit from additional instruction and learning that could be provided electronically at home with the use of Chromebooks.

Middle School 2013 STAAR Cumulative Met Standard	High School 2013 STAAR Cumulative Met Standard
---	---

- | | |
|--|---|
| 1. Grade 8 Reading 44% compared to 87% statewide; 87% regionally | 3. Grade 11 Mathematics 44% compared to 64% statewide; 65% regionally |
| 2. Grade 8 Mathematics 79% compared to 86% statewide; 87% regionally | |

Need #1: To personalize the learning process at home for each student in Math and/or Reading. One of the current problems is that teachers deal with classrooms of very diverse students. Students come from different backgrounds, have divergent interests, and learn in unique ways.

Need #2: To embed digital assessment into the students' learning process in Math and/or Reading. Teachers need to be able to quickly categorize students for additional instruction. This will allow them to intervene quickly based on whether the student needs remedial attention, or has mastered current material and needs more challenging assignments in order to advance his or her learning.

Need #3: To provide teacher Math and Reading instruction beyond the classroom. Teachers need to be able to deliver instruction online, outside of the school day and move homework into the classroom.

Need #4: To provide lending devices to extend learning and instruction while at home. The district needs financial assistance in meeting state, district and campus technology goals that consist of increasing student achievement by providing electronic individualized instruction 24/7.

Need #5: To provide Internet connections at home to extend learning and instruction while the student is at home. Teachers need the tools for implementing strategies to extend their classroom instruction beyond the school day.

Our elementary campus meets the eligibility requirement with an 80% poverty rate but we selected to target secondary due to students being older and the district being able to hold them to a higher level of accountability for the devices. In addition, because of the low Math and Reading scores for secondary-level students, the team decided that our time is running out with this population, and we need to increase our efforts in order to have an impact on them.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	BISD needs various, updated and innovative methods of Math and Reading instruction to keep the students engaged in learning after school hours. We need to personalize the learning process for each student in Math and/or Reading. Teachers need to be able to facilitate students using approaches that are research-based and can extend from the classroom to home, back to the classroom.	This program will allow teachers to customize educational content for individual students. Learning and instruction will be enhanced using a variety of software, apps, and web-based strategies. Students will have the opportunity to choose which tool best suits their personal educational needs. In addition, students will have access to the Internet using their Chromebooks to participate in Math and Reading online discussion boards, communities, and chats. They will be able to research online information to help better understand a topic and use web tools such as Edmodo to create alerts or notifications for self-organization.
2.	Teachers need multiple, ongoing opportunities to assess student performance and not just be limited to standardized annual examinations or periodic classroom tests. We need to embed digital assessment into the students' learning process in Math and/or Reading.	Teachers will be able to add many Google apps to current assessment software to evaluate student skills and understanding. Using their Chromebooks, students will access Google forms to provide teachers with instant assessments and student performance data. This program will provide information to teachers for quick individual and collective student adjustments.
3.	BISD needs various, updated and innovative methods of Math and Reading instruction to keep the students engaged in learning after school hours. Teachers need to provide engaging, ongoing Math and Reading instruction beyond the classroom.	Teachers will create instructional videos using apps or screencasting software in order to provide students access to teacher-created lessons 24/7. These videos will be posted online for students to access and replay as many times as needed for learning retention. Students will watch the lectures by video at their own pace from home while using Chromebooks and be able to communicate and collaborate with teachers and peers. Also students will be able to use software designed for review and practice.
4.	BISD has slowly been able to update our infrastructure and computer labs. We need additional funds to provide devices for students to use at home, so that learning will continue to take place. We need to provide lending devices to extend learning and instruction while at home.	This program will increase technology equity and provide Chromebooks to all students. They will be able to connect to the Internet for synchronous (at school) and asynchronous (at home) instruction, review and re-teaching. We will also be able to provide online tutoring and digital textbooks. Students will have access to computer based math games and books.
5.	The at-home devices will be much more useful with downloaded apps and Internet connectivity. We need to provide Internet connections at home to extend learning and instruction while the student is at home.	By providing Internet connectivity to use at home or school, we will be able to extend education beyond the physical confines of the classroom and beyond the fixed time periods of the school day. This project will allow students to access content from home, communicate with teachers, and work with other people online.

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Schedule #14—Management Plan

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Technology Coordinator	To serve as the first responder and work with ESC staff in implementing the local program. Qualifications include experience with a variety of technologies, instructional applications, and software, including the use of the Web for learning.
2.	ESC 5 Technology Coordinator	To provide technical assistance for developing policies, developing classroom instructional strategies that can be extended to independent learning at home and provide electronic assistance to teachers on using devices for instruction and learning. Qualifications include experience in instructional technology and technical support.
3.	ESC 5 Grant Manager	To develop and monitor data collection processes, tools and instruments for formative (ongoing) and summative (end-of-the-year) assessment of the program. Qualifications include experience in implementing, coordinating and monitoring state and federal grant projects.
4.	Verizon Consultant	To implement, manage and troubleshoot the Verizon Jetpack residential Internet connectivity.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implementation Preparation Phase During Month 1 & 2	1. Transition planning team into implementation team	10/01/2014	10/15/2014
		2. Work with ESC 5 on ordering 165 Chromebooks	10/16/2014	11/15/2014
		3. Work with Verizon on establishing Internet connectivity for home use	10/16/2014	11/30/2014
		4. Develop a lending program handbook	10/16/2014	11/01/2014
		5. Prepare equipment for check-out	11/15/2014	11/30/2014
		6. Work with ESC 5 set up data-collection processes	10/15/2014	11/30/2014
2.	Teacher Preparation Phase During Month 2	1. Analyze the latest student academic data	10/16/2014	11/01/2014
		2. ESC 5 to work with teachers on apps, software and strategies for Math and Reading	10/16/2014	11/16/2014
		3. Verizon to provide free teacher professional development and technical support	10/15/2014	12/31/2014
		4. Curriculum Director to facilitate Teachers in integrating strategies into lesson plans	11/01/2014	05/01/2015
3.	Ongoing Monitoring and Tracking of Devices	1. Develop monitoring procedures and schedule	11/01/2014	11/30/2014
		2. Develop a maintenance and adjustment schedule	11/01/2014	11/30/2014
4.	Implementing the Program During Month 3	1. Student and Parent Orientation and Training	11/01/2014	11/15/2014
		2. Collect parent/student signed agreements	11/15/2014	11/30/2014
		Check-out devices to students	12/01/2014	12/15/2014
5.	Equipment Returned and Program Evaluation During Months 10-12	1. Quarterly assessment to determine strategies effectiveness & making modifications each year	01/30/2015	07/30/2015
		2. Annual equipment returned	05/01/2015	05/15/2015
		3. Parent and student user/satisfaction surveys	05/01/2015	05/15/2015
		4. Summative evaluation in preparation for next year	06/01/2015	06/15/2015
		5. Make 2015-16 plans for year 2's implementation	06/01/2015	06/15/2015

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD will follow the same effective procedures used in managing other grants. **To monitor the attainment of goals and objectives**, this grant will be advised by the implementation team, locally managed by the BISD's Technology Coordinator with oversight by the Superintendent. The implementation team will be those individuals who served as the planning team. **This team will meet quarterly with the Grant Manager to discuss and examine the effectiveness of project strategies and attainment of goals and objectives.** The Grant Manager will also meet with the business department regularly to ensure funds are being utilized within the guidelines of the grant's proposal. The Technology Coordinator will be responsible for working with all external consultants, and coordinating all activities pertaining to the Chromebooks and home Internet connectivity. The Curriculum Director working with ESC 5's Technology Instructional staff and BISD's Technology Coordinator will plan and work with teachers in creating lessons and other approaches to extend classroom learning beyond in-school instruction. The Curriculum Director will be responsible for communicating any changes to administrative staff, teachers, and parents. Teachers will be responsible for updating students on any program changes. Each year, at the end of the year, the Grant Manager will lead the implementation team in assessing outcome and program effectiveness. We will use this information to make modifications as needed to ensure the upcoming year's success. Everyone currently holding all positions mentioned above has been in his or her position for more than five years and is experienced in managing state and federal grants. **BISD works regularly with the ESC on implementing various state and federal initiatives giving us the needed human resources.** This established partnership and collaboration have proven to be effective and successful on other grant projects and afford our small district with the human resources capacity to implement initiatives.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To sustain the program, **BISD will integrate and share resources from other programs.** We will use DMAC (Data Management for Assessment and Curriculum) to benchmark student progress, analyzing and reporting assessment data, and to manage data for assessing the curriculum to assist teachers and administrators in making smart, data-driven decisions. We will continue to use **Study Island**. Study Island provides students with rigorous content aligned to the STAAR assessment, working hand-in-hand with classroom instruction to provide additional content review. The Chromebooks will permit students to use Study Island with a mobile version for home. We will also use TEA's Texas SUCCESS on the devices. This program entitled Students Using Curriculum Content to Ensure Sustained Success provides access to interactive math and reading programs for students in grades 6-8. The two interactive Math and Reading programs respectively are: (1) Think Through Math, which provides online interactive math program and includes live bilingual tutors to engage and assist students as they work to strengthen their math concepts. (2) The other program is Istation. Istation will provide an online interactive reading program which includes engaging, interactive content in a game-like format. **BISD will continue to search for additional funding.** Beyond the funding period, owning the Chromebooks, we will offer home connectivity only during the periods that school is in session paying for Internet access out of local funds if needed.

BISD has received two grants in the last few years that allowed us to update old desktop computers in our one computer lab. In 2010-13, we were awarded TEA's Algebra Readiness, Small and Rural Schools' grant. This grant allowed the district to update computers for our secondary computer lab. Our middle school experienced a 17% average increase in the number of middle school students passing Math TAKS from 2009 to 2013. The other funding source from the USDE in 2012 was titled **Innovative Approaches to Literacy**. Using some of the funds from this grant, we were able to update our two libraries with kindles and a couple of desktops. Our reading scores increased by an average of 19% for all grade levels in one year. We will implement this Technology Lending program to build on these two past grants' in-school and at home strategies and add additional strategies as outlined in this proposal. It has been BISD's experience that ongoing communication, monitoring and assessment not only preserve participant commitment to the program, but facilitate the identification of pitfalls and red flags before they have had time to do harm and damage. We will continue this practice during the implementation of this grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monthly assessment of lesson plans, google forms, annual parent & teacher survey to measure personalized learning	1.	Students will have access to multiple (quantitative) and various (qualitative) Math/Reading apps, software, websites, self-organization tools
		2.	Teachers will teach blended lessons infused with technology at least once weekly; students will use Verizon JetPacks at least 4 lessons a month
		3.	At the end of year 1: Increase by 10% in Math & Reading Achievement
2.	Quarterly review of student digital assessment using google forms; teacher records	1.	Teachers will have multiple (quantitative) and various (qualitative) google assessment forms from each student
		2.	At the end of year 1: Increase by 10% in Math & Reading Achievement
3.	Quarterly assessment of at-home digital assignments	1.	Teachers will use multiple (quantitative) and various (qualitative) approaches for assigning homework
		2.	At the end of year 1: Increase by 10% in Math & Reading Achievement
4.	Annual assessment of devices, & supports using budget records; teacher reports	1.	Number of (quantitative) with working devices and effectively using them
			Type of software, apps, websites etc. used at home and school
5.	Annual assessment of home Internet access using records, lesson plans	1.	Number of eligible students (quantitative) with working devices and types of use - Summative Assessment at the end-of-year

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD will collect formative (monthly, quarterly) and summative (end-of-the-year) data. Working with the Technology Coordinator, the Grant Manager will create the tools, to collect quantitative and qualitative information, using the collected data to determine the program effectiveness and adjustments. **We will collect data as stated in Part 1, of this Schedule #15 and program level –summative data to include the following mandatory performance measures:**

- Number and percent of students who checked out a device by grade level on participating campuses each year.
- Number and percent of eligible economically disadvantaged students participating in the technology lending program each year.
- Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program each year.
- Ratio (e.g., 1:1) of technology devices to students needing devices on participating campuses.
- Number and names of courses using digital content that extends to home.
- Titles of digital materials used within courses as part of the Technology Lending Program Grant.
- Number and percent of teachers on participating campuses who leveraged electronic instructional materials to students as a result of the technology lending program.

We will collect **student-level data** consisting of:

- Number and percent of participating students who demonstrate proficiency on the Technology Applications (TEKS) for their grade level at the beginning and end of each year of the grant period.
- Number and percent of participating student with increased attendance by grade level at the beginning and end of each year of the grant period.
- Number and percent of middle school students passing Reading and Math STAAR by grade level at each testing periods during a school year.
- Number and percent of high school students passing Math STAAR by grade level at each testing periods during the school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD receives \$23,528 Instructional Materials Allotment (IMA) funds for 308 students. At \$76.39 per student, the funds are insufficient to purchase district electronic books, lending technology and provide home Internet access. In order to maximize the use of these funds, we combined the IMA funds with local money and purchased digital content in Science and other ancillary materials. For this grant, the planning team discovered that Chromebooks were designed for mobile environment and were the least expensive. This grant will permit the district to provide Chromebooks and residential Internet connectivity. Teachers will have the support to supplement classroom instruction with home assignments that are research based and have been proven to increase student achievement in Mathematics and Reading. PLEX will position BISD to move forward with the implementation of electronic instructional materials while ensuring access for students through loaned equipment for learning at school and at home. If funds are awarded, the planning team would reconvene to finalize the implementation process and conduct and update each school's academic needs for increasing Math and Reading achievement. After determining current needs and staying within the scope of the project, the District's Technology Coordinator will follow the implementation plan as described below.

Task/Activity	Allotment in Budget
Preparation Phase	
The District's team to develop lending handbook to include policies (like loaning and tracking procedures, restrictions, and agreements for the devices) to address the use of technology to guide school and home use. Printing cost.	\$0
Work with ESC 5's Instructional Technology Staff, BISD's Math and Reading Teachers to develop classroom instructional strategies (using apps, software, and Internet) that include student devices for learning at school and at home by grade levels and subject.	\$8,179
Technology Coordinator and ESC technology technical staff working with Verizon to provide residential Internet access.	\$1,400
Technology Coordinator working with Verizon to provide free professional development to teachers on topics like Edmodo and Thinkfinity.	\$0
Integrating teacher knowledge and skills from recent initiatives into this program.	\$0
Work with ESC 5's Grant Manager to develop and monitor data collection processes, tools and instruments for formative (ongoing) and summative (end-of the Year) assessment of the program.	\$4,178
Technology Coordinator working with ESC 5 technology staff to provide technical assistance to teachers on using devices for instruction and learning.	\$0
Implementation Phase	
Communicating with parents securing student and parent agreements for using the devices.	\$0
Orientation and training students and parents on using the devices.	\$0
165 Chromebooks and cases @ \$350 each book: 160 for students and 5 back up devices.	\$57,750
Maintenance on the Chromebooks.	\$0
Implementation Conditions	
50 JetPacks MiFi: Interconnectivity to those students as connected to the teachers' lesson plans; 15 months – Year 1: Dec. 2014- May; Year 2: Sept. 2015 – May 2016 (37.99 each device, each month); 25 for Middle School with an average size classroom of 20 students; 25 for High School with an average size classroom of 20 students.	\$28,493
Parents and students must agree to the terms of the program.	\$0

\$0 at no cost to this grant being provided from other funding sources

The local coordinator will work with ESC 5 and Verizon to coordinate and provide technical support to teachers and students in using the devices. We will provide teachers with assistance to include: 1) Helping them in planning technology uses and acquisitions; (2) Providing training in how to use new hardware and integrate existing software; (3) Providing demonstrations and advice on how to incorporate technology into instruction; (4) Providing on-demand help when software problems or hardware failures arise; and (5) Performing low-level maintenance on the system.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PLEX will leverage existing resources to ensure maximum benefit to all BISD's secondary students. With these funds and the collective advancements in technology, our small, rural and remote schools will be able to afford BISD's students the same education as some of the larger, urban schools. BISD will use in-school supports in conjunction with the Chromebooks purchased with these grant funds. **The district purchased 20 electronic readers and 20 mini iPads housed at the library. We loan these to students for in-school use.** Due to the allowable purchases of a couple of other grants we received in recent years, we were able to purchase these classroom and other in-school technology devices. **We will supplement our in-school lending program with an at home lending program. Teachers will plan classroom and home instruction using electronic readers, mini iPads, and Chromebooks.**

BISD this school year updated our outdated technology infrastructure using local funds to meet our strategic plan for implementing new technologies into teaching, over several years as funds are available. Our goal before the availability of this funding opportunity was to implement a "Bring Your Own Technology" program. We realize that many students would have been left out of this process, but we were thinking that this would provide some students with in-school learning opportunities using technology. This grant would allow us to provide **ALL** students with a Chromebook and still have the option of allowing students to bring other technologies.

PLEX will be a supplemental program and complement other in-school and at-home initiatives. BISD has received two grants in the last few years that allowed us to update outdated, old desktop computers in our one computer lab used by both campuses. In 2010-13, we were awarded TEA's Algebra Readiness, Small and Rural schools grant. This grant allowed the district to update computers for our secondary computer lab. It also enabled BISD to integrate technology approaches and interventions using the smart board, calculators, Explorer Graphing Detectors and Class Pad Interactive Tablets. Our middle school experienced a 17% average increase in the number of middle school students passing Math TAKS from 2009 to 2013. The other funding source from the USDE in 2012 was titled Innovative Approaches to Literacy. Using some of the funds from this grant, we were able to update our two libraries with kindles and a couple of desktops. We were also able to create and implement a home literacy program for parents and students aligned to STAAR for our elementary, middle and high schools. We purchased kindles, and our teachers and Librarian collaborated on integrating the devices as an in-school intervention. Our reading scores increased by an average of 19% for all grade levels in one year. We will implement this Technology Lending program to build on these two past grants' in-school and at home strategies and add additional strategies as outlined in this proposal.

With the Technology Lending Program Grant, the district can provide Chromebooks and home connectivity. The Chromebooks will be purchased for each student attending middle and high schools, and will be available for students to utilize outside of school when a parental permission form has been returned. These devices will be able to access online educational content in any area with mobile Wi-Fi accessibility. Software and apps that have only been available to students in-school, with this grant, can be on hand to them 24/7. Students will have access to classroom content (teachers will use the flipped classroom approach) collaborate with others, and create assignments and other projects that can be shared with anyone. Additionally, the Literacy grant only permitted students to read books on the kindles in school. We were not able to purchase enough kindles for students to take them home. With this grant and utilizing the Chromebooks, students will be able to download books to read at home. The primary goal for this program is to use technology to enhance the curriculum, classroom instruction and student learning.

BISD will use the devices purchased from this grant to enhance the already purchased classroom and in-school technology by allowing students to extend the same type of learning at school to home. PLEX is designed to infuse digital instructional resources and interventions into in-school and at home instructional practices, and will provide students with skills needed in the 21st Century real-world.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD's mission is to provide opportunities for all students to reach their potential in acquiring and using knowledge and skills for the purpose of making decisions, pursuing worthwhile personal goals and contributing positively to society. BISD's district technology improvement plan consists of supporting teachers to incorporate technology into every subject's curriculum. PLEX's design is consistent and aligns with the school's mission as well as our district-wide technology improvement goals. This project is designed to supply teachers with new teaching and learning practices using the Chromebooks, encouraging teachers to incorporate innovative in-school lessons that can be extended to home and meet the needs of students. This allows BISD to implement one more component of our district strategic plan and meet our aspirations as outlined in our mission and district technology improvement plan. PLEX will provide BISD with digital instructional materials and resources to be infused into the classroom and extended to home, teaching students the academic skills and technical skills needed to survive and strive beyond the confines of the small, rural community in which the district is located.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Burkeville is a small, geographically separate district and faces overwhelming challenges, including intergenerational poverty, low levels of education, and high levels of unemployment. Both our middle and high school were rated academically unacceptable in 2011-12 because of low reading and math TAKS scores.

BISD's process for prioritizing which campus had the highest need was simple, but data-driven. After determining each campus's eligibility, we analyzed each campus's 2013 academic achievement results. All three campuses met the eligibility requirement of having at a minimum of 40% poverty rate. Our elementary campus has an 80% poverty rate, and while there are areas in need of improvement, their academic scores on the state's standardized tests were not as low as middle and high school. The planning team for this grant decided we should focus on improving academic achievement in the schools with the lowest scores. Plus the planning team decided that we could hold the secondary students to a higher level of responsibility for the devices. We also reviewed each campus' Texas School Technology and Readiness (STaR) Chart to gauge progress in meeting the recommendations in the Texas Long-Range Plan for Technology, 2006-2020 (LRPT). The district has been able to update the elementary school libraries with computers, mini notebooks and electronic readers, giving the teachers on this campus some relief in being able to teach students using various technology methods. And while we have also provided our secondary campuses with in-school technology, we have not been able to purchase lending devices for the students to use at home. The LRPT recommends schools to provide students access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, seven days a week (24/7). This grant will move the district one step closer to realizing this goal.

BISD will provide Internet connectivity to the middle and high school students on a scheduled rotating basis. Middle school students will have available for use 25 JetPacks from Verizon; and high school 25 JetPacks. The 4G LTE Mobile Hotspot MiFi devices will be connected to the teachers' lesson plans. Students will be permitted to keep the Chromebooks during the nine months of school, but will not have a JetPack the entire nine months. Teachers will plan ahead and assign at least four home lessons a month where students will have to use the Internet to complete the assignment. At other times, teachers will facilitate and make assignments using software and apps downloaded on the devices. Students will be able to complete the assignments without having to have access to the Internet. Our newly updated infrastructure will allow the students daily Internet use while at school.

BISD is not just loaning Chromebooks to students. We are in the midst of a school turn-around reform, building on and enhancing existing resources and strategies to promote the integration of technology into BISD's learning environment. We are planning to integrate this initiative with other components of our reform.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus (es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Some of the differences in how learning occurs in technology-rich environments as contrasted with traditional teaching may account for consistent findings that technology can be especially effective with at-risk and special needs students. A research synthesis conducted by McREL suggests that computer-assisted instruction (known as CAI) contributes to the learning of at-risk students for a number of reasons. It is nonjudgmental and motivational. It facilitates frequent and immediate feedback. It allows teachers to individualize learning through designs to meet students' needs. It allows for more student autonomy; and provides a multisensory learning environment incorporating images, sounds, and symbols (Barley et al., 2002). BISD will use the Chromebooks to impact the target population and facilitate achievement in Math and Reading by combining traditional teaching methods with complex multimedia products and advanced networking technologies. We will teach students to learn how to work interactively and collaboratively on projects; to gather, organize, and analyze information; to solve problems; and to communicate information. PLEX is designed to infuse digital instructional resources and interventions into in-school and at home instructional practices, to provide students with skills needed in the 21st Century real-world.

BISD will integrate Chromebooks with the existing curriculum, classroom instruction and management practices.

- **PLEX aligns with current curriculum.** The integration of the Chromebooks for at school and at home will be part of Math and Reading curriculum-mapping work. This will enable both horizontal and vertical planning, ensuring that students achieve the technology standards set by the state as they moved up the grades. Teachers will have a better sense of who was using the Chromebooks, when, and for what purposes, and could better formulate their own integration plans. Moreover, the teachers will then be able to collaborate more on projects, which will also provide built-in support for technological problem-solving. Secondly, **to ensure PLEX is infused into instructional practices the Curriculum Director will administer a technology survey for teachers based on the curriculum maps.** The purpose of the survey will be to determine what the teachers' technology strengths and needs are. Which teachers are adept at PowerPoint, or iMovie, or Movie Maker? Who is comfortable with creating websites, using blogs with students, or posting on YouTube? Who knows how to use wikis or microblogging, or conduct multimedia research? Who might be able to provide in-house workshops? Whom might teachers turn to for specific needs? How might teachers be able to support one another with technology use?
- **PLEX aligns with classroom instruction.** The integration of the Chromebooks for at school and home will provide teachers with many opportunities to differentiate instruction and change their classrooms into dynamic learning environments. Chromebooks will provide a wider variety of avenues for learning and reach students of divergent readiness levels, interests, and learning styles. Research indicates that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelley, 2002).
- **PLEX aligns with classroom management practices.** Applied effectively, technology implementation not only increases student learning, understanding, and achievement but also augments motivation to excel, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills. Students tend to work cooperatively, have more opportunities to make choices, and play a more active role in their learning (Mize & Gibbons, 2000; Page, 2002; Waxman, Connell, & Gray, 2002). Using the Chromebooks will assist teachers with engaging student interest during classroom instruction. Engaged students who are interested in the lesson are not only motivated to learn but on-task and participating.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901	Amendment # (for amendments only):
TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>In preparation for using electronic instructional materials, the district updated its network and infrastructure, ensuring that there is enough bandwidth. We applied for other grants and secured two recent funding opportunities that positioned the district to continue with implementing projects aligned with our mission, district-wide technology improvement plan, and the recommendations in the Texas Long-Range Plan for Technology, 2006-2020 (LRPT).</p> <p>BISD currently uses Discovery Education Science as a core instructional resource for elementary, middle, and high school science courses. This resource is transforming our classrooms, empowering our teachers and captivating students by providing high quality, dynamic, digital content. In addition students are gaining access to behind-the-scenes information about Discovery, the latest technology and event news, and a unique opportunity to connect and collaborate with other students in a safe and creative environment. We also use EducationCity's e-learning resources and activities for grades K-6. This award-winning web-based, instructional intervention tool provides fun and engaging student activities, and teaching resources correlated to state standards in pre-K through 6th grade language arts, math, science, and ESL. Teachers integrate these activities into their lesson plans. If we are awarded this grant, we can continue our progress, which includes using additional electronic instructional materials.</p> <p>BISD will use Chromebooks to access electronic instructional materials in both the Math and Reading curriculum areas. These devices will provide teachers with a blended style of learning, which provides them with an opportunity to pursue current innovative classroom experiences for their students.</p> <p>A Chromebook is a laptop that uses the new Chrome OS (operating system). It is a web browser system that automatically updates itself. Students have immediate access to the GoogleApps productivity suite, which includes apps such as Docs, Slides, Sheets, and Drive as well as Chrome Store Apps. All programs on the Chromebook actually live on the web, so there is no installation of traditional computer programs or danger from computer viruses.</p> <p>Using the Chromebooks the implementation team will select instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. During the grant funding period, since our efforts will be focused on increasing student achievement in Math and Reading, we will use electronic instructional materials in these two subjects. Our plan is to progressively use electronic instructional materials for all subjects.</p> <p>Students with Disabilities. BISD will adhere to the provisions in the Individuals with Disabilities Education Act (IDEA). We will ensure the timely provision of specialized formats (large print, audio, and digital text) of printed materials to secondary students with disabilities who need them.</p> <p>Using Electronic Instructional Materials in Math. Teachers will have the opportunity to evaluate proper textbook instructional materials by reviewing samples sent to the district and attending the annual Region 5 Textbook Fair. They will be given time to evaluate content according to Math TEKS for the appropriate grade level. Math Instructional Materials will be aligned to the TEKS.</p> <p>Using Electronic Instructional Materials in Reading. Teachers will have the opportunity to evaluate proper textbook instructional materials by reviewing samples sent to the district and attending the annual Region 5 Textbook Fair. They will be given time to evaluate content according to Reading TEKS for the appropriate grade level. Reading Instructional Materials will be aligned to the TEKS.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers are crucial to the success of any school reform or learning innovation. As the agents of learning in the classroom, they guide education in ways that are very important. The professional development, training, and coaching from these two projects are advancing our teacher's skills and producing positive results for our students. During the 2010-13 Algebra Readiness grant, teachers learned to assimilate various technologies into the classroom learning process. They learned how to use smart board, calculators, Explorer Graphing Detectors and Class Pad Interactive Tablets. The 2012-2014 literacy grant is providing teachers and our Librarian with home strategies, paperback books, and kindles. Teachers are learning to collaborate with the Librarian in providing reading in-school instruction using kindles. If BISD is awarded this grant, we will build on past and present professional development provided to teachers.

Before December 31, 2014, Verizon will provide teachers free professional development to include using Edmodo, a secure social learning network for K-12 schools; and Thinkfinity, Verizon's free online professional learning community, providing access to over 60,000 educators and experts in curriculum enhancement, along with thousands of award-winning digital resources for K-12 — aligned to the state standards. The ESC will provide technical assistance as part of BISD's membership in the Instructional Technology Cooperative on using Chromebooks for classroom instruction and homework assignments.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus (es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology cannot become a meaningful support for students if there is not enough bandwidth for in-school Internet access. BISD discovered that the kind of technology-supported project-based instruction we are planning to implement requires a high range of access and that our current level of access was insufficient to fulfill our vision. **BISD this school year updated our outdated technology infrastructure** using local funds. Our old infrastructure was half functional. We did not have enough power to operate the computer labs and the few devices the kids were bringing. We would go down often. Our updated infrastructure consists of newly installed cabling, drops, switches, wireless access points, server, etc. The updated infrastructure is now functional for our computer lab and will allow the district to implement this initiative. Updating our infrastructure moved the district in the direction of meeting our strategic goal for implementing electronic textbooks, and creating personalized learning environments for students. **A combination of working with the ESC to accompany BISD's limited number of staff and updating our network and technical infrastructure will increase the chances of PLEX accomplishing the desired outcomes.**

Equalizing Technology Access by Providing Internet Connectivity at Home. Additional, engaging learning is essential to increasing our student achievement in Math and Reading. Mobile devices, used in conjunction with anytime/anywhere wireless connectivity, will give our students this extra instruction, review and studying. Verizon Wireless is providing Jetpack 4G LTE Mobile Hotspot MIFI portable devices, which can be taken anywhere by the student to allow access to the Internet from their Chromebook. These MIFI devices will be powerful enough for those students who are not able to access the Internet from their home in a rural city as Burkeville, the opportunity to access the Internet and receive materials and video lessons from the teacher. This will open up access to the BISD students in a way that they have never known. Additionally, Verizon Wireless will be able to troubleshoot any difficulties with wireless access for all students and offer training and technical assistance to teachers as part of their package.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equalizing Technology Access Using Verizon Jetpack 4G LTE Mobile Hotspot MiFi at Home. The Chromebooks represent a way to address a number of our educational problems. Our students can use the devices at home and at school. Lessons started at school can be completed at home. Lessons learned at school can be reviewed and reinforced at home. Students will be given the access to the Internet to do research, collaborate with their teachers and other students. There are so many ways that these devices can be used to increase student achievement and provide 21st Century skills that will serve the students beyond grade school. With this funding opportunity, we can provide the Chromebooks and Internet connectivity.

Verizon Wireless is providing MiFi portable devices, which can be taken anywhere by the student to allow access to the Internet from their Chromebook. These WIFI devices will be powerful enough for those students who are not able to access the Internet from their home in a rural city as Burkeville. They will provide students with the opportunity to access the Internet and receive materials and video lessons from the teacher. This will open up access to the BISD students in a way that they have never known. Additionally, Verizon Wireless will be able to troubleshoot any difficulties with wireless access for all students and offer training and technical assistance to teachers as part of their package.

The 4G LTE Mobile Hotspot MiFi devices will be connected to the teachers' lesson plans. Students will be permitted to keep the Chromebooks during the nine months of school, but will not have a MiFi device the entire nine months. Teachers will plan ahead and assign at least four home lessons a month where students will have to use the Internet to complete the assignment.

BISD will amend or modify current policies and procedures and develop guidelines for students and parents concerning care and handling of the devices. These devices will be assigned to students along with their Chromebooks as scheduled by teachers. Students will be responsible for taking care of these devices. Google Apps for Education has a tool for implementing safe and secure access, which will guide Internet access through the BISD web filter. This will provide an easy method of filtering content on the Internet.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus (es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To use a Chromebook, you must have a Google account. Google accounts are free and easy. The devices are very secure. The underlying operating system is virus-resistant by design, needing no firewall. Using a Chromebook is exactly the same as using a browser on any other computer. There are no new buttons to learn, no applications to update, and no viruses to worry about. The Chromebook allows the user to attach a variety of peripherals, including monitors, mice, keyboards, USB disks, SD cards, cameras, printers, and more.

All Chromebooks come standard with wireless networking. The user can attach their system to just about any secured or non-secured wireless network with a few simple clicks. Google and third-party vendors offer a variety of web-based apps that duplicate almost every desktop application available today: word processing, spreadsheets, email, image editing, VPN, cloud storage, remote connectivity, educational apps, games, movies, and more. Chromebooks for education make sense—economically, physically, security wise, and in usability. They really marry the best of all worlds for the student and teacher. However, when technical support is needed the first responder will be the district's technology coordinator. **When challenging problems arise with the devices, ESC 5 will support the Technology Coordinator.**

BISD staff will receive support and technical assistance through the regional service center, Region 5 ESC. BISD is currently in an instructional technology cooperative which provides training resources and support for the integration of technology in the classroom. ESC 5 will provide technical support for distribution and management of the device as well as support with setting up Google Apps for Education for the entire district. Once this is set up, BISD will have a manager who can maintain and control access to the Google products for all teachers and staff.

When the district is having trouble with in-home connectivity, Verizon as a part of their contract will assist BISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus (es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has been taken steps for the past few years to **update policies and procedures in anticipation of infusing technology into instructional practices**. This initiative will be advised by the implementation team, managed by the district's Technology Coordinator, and overseen by the Superintendent. If funds are awarded the Superintendent will announce the award, communicate PLEX's goals, objectives and expectations to all staff.

ESC 5 and Verizon representatives will provide technical assistance in all aspects of implementing the grant. If funds are awarded, the **implementation team which includes ESC's staff, will develop check-out and check-in processes during the first two months of the funding period.** These processes will be managed and carryout, mostly by the technology coordinator.

BISD will have a team of staff members, along with support from ESC 5's Instructional Technology Department to create a Technology Lending Handbook for students and parents. The handbook will consist of policies and procedures for handling the devices and keeping them safe, secure and in working order. The district will also provide an "open house" meeting to discuss the plans of the new program and devices with parents and the community.

The BISD Technology Department will be responsible for issuing the devices after the handbooks are signed by both students and parents. Students will be required to alert their teacher or designated technology staff member if the device is stolen, broken, or damaged. Specific consequences will be outlined in the handbook for instances of device damage. Devices which malfunction due to no fault of the student will be replaced in a timely manner.

Sections that will be included in the Technology Lending Program Handbook are:

- Eligibility Requirements
- Acceptable Use
- Proper Use and Care of the Device
- Student Responsibility
- Parent Responsibility
- Loaning Periods
- Check-Out Procedures
- Return Procedures
- Replacement Costs
- Contact Information

Addressing Cases of Competing Need. Our district is small, and a little money goes a long ways. We are able to purchase one Chromebook for each enrolled secondary student. We are not anticipating having any competing needs as far as the devices are concerned. However, the grant will not give us enough funds to buy Chromebooks and MiFi devices for each student. In order to ensure equitable access and participation among all program participants, the 4G LTE Mobile Hotspot MiFi devices will be connected to the teachers' lesson plans. Students will be permitted to keep the Chromebooks during the nine months of school, but will not have a device for MiFi the entire nine months of the school year. Teachers will plan ahead and assign at least four home lessons a month where students will have to use the internet to complete their assignments. On days when the MiFi devices are not assigned to a teacher for student use, any class will be able to use the devices.

Maintaining the Technology Lending Equipment in Proper Working Condition. We selected Chrombooks for their low maintenance. It is anticipated that most of the maintenance of the devices can be completed in-house with the Technology Coordinator guidance. When additional help is needed, we will look to ESC 5 for technical assistance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 176-901

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD's school policy involves inventorying and preparing all equipment right before school starts each year. The Technology Coordinator will perform these same tasks with the Chromebooks. Parents and students will have to attend an orientation and sign an agreement before the devices are issued to a student. Ideally, the planning team would like for all parents to attend the open house where this orientation could take place at one time, in one setting. However, we realized that this will probably not happen, so we will plan additional orientation times near the beginning of school. Students will have to return the devices close to the end of the school year. A date to return the devices will be set if funds are awarded.

To account for safety and security, all devices given to students will be filtered through a VPN connection back to the school's network and will be fully CIPA (Children's Internet Protection Act) compliant. In other words, the district will use Internet filters and implement other measures to protect children from harmful online content as a condition for federal funding.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD will have a team of staff members along with support from ESC 5's Instructional Technology Department to create a **Technology Lending Handbook for students and parents**. The handbook will consist of policies and procedures for handling the devices and keeping them safe, secure, and in working order. The district will also provide an "open house" meeting to discuss the plans of the new program and devices with parents and the community. Finally we will develop an agreement for students and their parents to sign before issuing the student a Chromebook. The agreement will consist of responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement will verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

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